**Beginner Band**

**AMI1/2O2-01**

**August 2012 (last revised)**

**Doug Friesen**

[douglas.friesen@tdsb.on.ca](mailto:douglas.friesen@tdsb.on.ca)

416-393-1590 ext. 20100

(following description taken from ON Min. of Ed. Curr., Arts)

This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music, and will develop a variety of skills transferable to other areas of their life. They will also explore

the function of music in society with reference to the self, communities, and cultures.

(specific to Rosedale Heights School of the Arts)

This course will engage students individual creativity through learning a band instrument and making music within the classroom and school communities. Through learning a band instruments students will use music as a way of exploring and creatively engaging with their environment. They will reflect on and interact with their past musical experiences and knowledge as well as new experiences and skills.

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| --- | --- | --- |
| **Unit** | **Title** | **Hours**  **(approx.)** |
| 1 | **Performing** – technique, practice, rehearsal, performances (infused in and with other units) | 60 |
| 2 | **Composing -** history, theory, improvisation | 20 |
| 3 | **Song-Writing** – analysis, history | 10 |
| 4 | **Listening, Reflecting** – ear training | 10 |

**Overall Expectations**

A. **Creating and Performing**; by the end of this course, students will:

A1. **The Creative Process:** apply the stages of the creative process when performing notated and improvised music and also when composing and/or arranging music;

A2. **The Elements of Music:** apply the elements of music when performing notated and improvised music and also when composing and/or arranging music;

A3. **Techniques and Technologies:** use a variety of techniques and technological tools when performing music and composing and/or arranging music.

B. **Reflecting, Responding, and Analysing**;, by the end of this course, students will:

B1. **The Critical Analysis Process:** use the critical analysis process when responding to, analysing, reflecting on, and interpreting music;

B2. **Music and Society:** demonstrate an understanding of how traditional, commercial, and art music reflect the society in which they were created and how they have affected communities or cultures;

B3. **Skills and Personal Growth:** demonstrate an understanding of how performing, creating, and critically analysing music has affected their skills and personal development;

B4. **Connections Beyond the Classroom:** identify and describe various opportunities for continued engagement in music.

**C. Foundations**; by the end of this course, students will:

C1. **Theory and Terminology:** demonstrate an understanding of music theory with respect to concepts of notation and the elements and other components of music, and use appropriate terminology relating to them;

C2. **Characteristics and Development of Musical Forms:** demonstrate an understanding of the history of some musical forms and of characteristics of types of music from around the world;

C3. **Conventions and Responsible Practices:** demonstrate an understanding of conventions and responsible practices relating to music.

**Teaching/Learning/Assessment (formative) Strategies**

A variety of teaching and learning strategies are used throughout the course, including:

|  |  |  |
| --- | --- | --- |
| classroom lessons  rehearsals  collaborative and cooperative learning | student-teacher conferencing  independent study  demonstrations  practical applications | research  homework  theoretical lessons  and assignments |

**Evaluation Strategies (Summative)**

|  |  |  |
| --- | --- | --- |
| Performance Assessment  Research Projects/Essays  Assigned Exercises | Peer and self-evaluation  Presentations/Lessons  Concert Performances | Journals  Rehearsals  Song Writing/  Arrangements |

**Personal Communication**

Conferencing, Student-teacher interviews, Teacher-group

Ongoing verbal feedback, Critique self/peer

Post Evaluation discussion

**Assessment Tools**

Rubrics (to be handed out with assignment descriptions), checklists, marking schemes, Self/peer assessment, Anecdotal comments with suggestions for improvement

Evaluation of student work will be based on the provincial curriculum expectations and the achievement levels outlined in the curriculum policy documents.

<http://www.edu.gov.on.ca/eng/curriculum/secondary/index.html>

The percentage weighting of each category is as follows:

|  |  |
| --- | --- |
| **Categories** | % |
| Creating and Performing | 60 |
| Reflecting, Responding, and Analysing | 20 |
| Foundations | 20 |

**Evaluations and Percentages**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Reporting Period** | **Term Work** | **December Exam** | **Culminating Activity** | **Total** |
| October (interim) | 100% |  |  | 100% |
| January | 70% | 30% |  | 100% |
| March | 80% | 20% |  | 100% |
| June | 60% | 10% | 30% | 100% |